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State supervisors of home economics education for 50 states and Puerto Rico were surveyed to determine the extent to which home economics wage earning programs have been developed since funds became available under the Vocational Education Act of 1963. A questionnaire sought information about the following topics: (1) basic areas of programing, (2) educational levels at which courses are offered, (3) numbers of courses and schools involved in wage earning training, (4) professional qualifications for instructors, (5) needs for new course development, and (6) the types of curriculum materials used by each state. The data are categorized according to these topics. Most states had home economics wage earning programs, with food and clothing service areas predominant. The bulk of the courses were found at the secondary and adult levels. In many states the areas of child care, institutional and home management, and health related occupations are being developed. Approximately 150 home economics wage earning courses were offered at the secondary level, post-high, and adult level during 1964-65; nearly 1,300 courses were offered in 1967-68. (FP)

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NRCUVT Series: #4

NATIONAL SURVEY OF WAGE EARNING
HOME ECONOMICS COURSE DEVELOPMENT

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October, 1968

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NEBRASKA RESEARCH COORDINATING UNIT

FOR

VOCATIONAL EDUCATION

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NATIONAL SURVEY OF WAGE EARNING

HOME ECONOMICS COURSE DEVELOPMENT

October, 1968

Judith B. Joern

NEBRASKA RESEARCH COORDINATING UNIT

FOR

VOCATIONAL EDUCATION

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NEBRASKA RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION
NATIONAL SURVEY OF WAGE EARNING
HOME ECONOMICS COURSE DEVELOPMENT
1968

Introduction:

The term "wage earning home economics" has become part of the vocabulary of home economics educators. It applies to the concept that the knowledges and skills of home economics can be utilized for gainful employment in the job market as well as useful employment in the home.

This aspect of home economics has been developed in the years following the passage of the Vocational Education Act of 1963. At that time, it was recognized that the responsibilities and interests of women were extending beyond the home and, therefore, that the home economics program needed development to meet these changing needs of women.

Funds were allotted to plan home economics courses that would focus on preparation of men and women for employment in occupations requiring home economics competencies. Thus, in each state, the home economics program now has developed a dual purpose -- (1) preparation for gainful employment and (2) "educating for the responsibilities involved in homemaking and achieving family well-being."[1]

In 1965, enrollments in wage earning home economics courses numbered 14,169 (.07%) of a total of 2,098,520 students. In 1966, 39,489 students (2.1%) of an estimated 1,925,066 students were enrolled. Reliable estimates indicate that enrollment in these courses may comprise as much as 20% of the projected home economics enrollment of 2,100,000 students in 1975.

Objective:

The objective of this study was to ascertain the extent to which wage earning home economics programs have been developed in each state since funds became available from the Vocational Education Act of 1963. It was anticipated that the programs would vary considerably from state to state because of different employment opportunities and educational structures.

Procedure:

Direct contact with Supervisors of Home Economics Education yielded information about the program development in each state.

A letter of explanation and a two-page questionnaire were sent to the Supervisor in each state and Puerto Rico (51 persons). Puerto Rico was counted as a state throughout the study. The questionnaire sought information about the following topics: (1) basic areas of programming, (2) educational

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[1]Van Horn, Rua. "Home Economics Education for Wage Earners." AMERICAN VOCATIONAL JOURNAL. April, 1964.

levels at which courses are offered, (3) numbers of courses and schools involved in wage earning training, (4) professional qualifications for instructors, (5) needs for new course development, and, (6) the types of curriculum materials used by each state.

In order to obtain as many completed questionnaires as possible, it was necessary to send out two follow-up letters.

Of the 51 Supervisors who received the questionnaire, 49 returned it.

Summary:

Most states have established educational programs in the areas of Food Management, Production and Services and Clothing Management, Production, and Services. The areas of Child Care and Guidance (and Family Related Occupations) and Institutional and Home Management and Supporting Services have been developed to a somewhat lesser degree. Many State Supervisors indicated that the latter two areas will be developed much more in the future.

The areas of Home Furnishings, Equipment, and Services and Health Related Occupations are a part of the wage earning home economics program in several states. There is considerable opportunity for program development in these areas also.

At the time of this survey, the bulk of wage earning home economics courses were found at the secondary and adult levels. However, the post secondary school and vocational-technical school course offerings in wage earning home economics are increasing.

The growth of wage earning home economics programs has been significant since the passage of the Vocational Education Act of 1963 and funds first became available for the school year 1964-65. Since the numbers given in the survey were incomplete in some cases, it can be assumed that the figures would be higher than reported for each school year. The increase from 146 courses offered in 1964-65 to 1,292 courses offered in 1967-68 indicates growth in the wage earning home economics program.

Since federal funds for the wage earning home economics program were not available before the Vocational Education Act of 1963, few states had programs in the home economics division that prepared students for gainful employment. Three states indicated that the Trades and Industry division had offered employment courses which taught home economics skills. Seven other states indicated that courses teaching home economics skills were offered before 1963 but did not mention if the home economics division was responsible for the courses.

Professional requirements for instructors of wage earning home economics courses varied considerably from state to state. The requirements for teachers at the secondary level were more definitive than for post secondary schools and adult programs. More states require at least a Baccalaureate degree for the secondary level than for the other two levels. Slightly more than half of the states require some occupational experience for secondary and adult instructors and nearly half of the post secondary instructors are required to have some work experience.

Thirty states indicated that they have prepared curriculum materials for their wage earning home economics courses on either a state-wide or local basis. Eighteen other states are borrowing curriculum materials from other states and the U. S. Office of Education. Some of these latter states have plans to prepare curriculum materials.

DISCUSSION OF EACH QUESTION

QUESTIONS 1 and 2

1. In which areas are you conducting classes in wage earning home economics and at what educational levels are the occupational courses offered? (Check appropriate boxes)

BASIC AREA	EDUCATIONAL LEVEL				
	SEC. H.S.	POST-SEC. HIGH SCH.	VO-TECH SCHOOL	ADULT PROG.	OTHER (SPEC.)
Food & Nutrition					
Textiles, Clothing & Design					
Human Development & Family					
Family Economics & Mgt.					
Other (Specify)					
Other (Specify)					

2. Please place an asterisk by any item checked in Question 1 for any courses which utilize on-the-job experience along with classroom instruction.

Remarks:

Forty-seven states responded to the combination of Questions 1 and 2. Only one state participating in this survey did not answer these two questions. The reason for this is that this state has no wage earning home economics program at the present time. "Only two programs exist in training nursery school assistance and this training is of a supportive nature to the Trades and Industry program."[1]

It should be stressed that the numbers explaining Questions 1 and 2 are number of states offering courses in a specific area of home economics at a particular educational level. For example, state supervisors were asked to check if they had at least one course in the foods area at the secondary high school level. They may have one or twenty courses, but the information desired was if they had developed a secondary program of courses in that particular area (not the number of courses).

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[1]Excerpt of letter from Mrs. Erna R. Chapman, Supervising Director of the Department of Home Economics, The Western High School, Public Schools of the District of Columbia, (March 14, 1968).

Please note also that totals are limited to the number of states that offer courses in an area at each level. It was not possible to total the figures for the five educational levels in a specific area (such as food service) because several states offer food service courses at each educational level. If the individual figures for each level were totaled, these states would be counted several times.

NUMBER OF STATES WITH AND WITHOUT ON-THE-JOB EXPERIENCE IN WAGE EARNING HOME ECONOMICS COURSES IN FOOD MANAGEMENT, PRODUCTION AND SERVICES AT THE SECONDARY, POST SECONDARY, VOCATIONAL-TECHNICAL, ADULT, AND SPECIAL NEEDS LEVELS

Forty-seven different states offer courses in food management, production, and services at the secondary level. Thirty-two states have on-the-job experience along with classroom instruction and 16 states do not have this experience. One state offers courses with and without on-the-job training in addition to course work. (This accounts for the total number of states involved being 47).

Fourteen states have food service training at the post secondary level. Nine of these utilize on-the-job training and five do not.

In the vocational-technical schools, 22 states offer food service courses. Eleven of these states have on-the-job experience and 11 do not.

A total of 29 states offer adult wage earning home economics courses in food services. Eleven states have work experience and 18 states do not include such experience in their programs.

Three states have special needs programs which offer food service training. Two states have courses where on-the-job training is provided and one state offers a food service course for what they call "out of school groups."

Of the 49 State Supervisors of Home Economics Education participating in the survey, only one state does not have food service training at one educational level.

Programs with on-the-job training out number those that provide only classroom experiences. It may be somewhat easier to arrange for work experience because of the numerous eating places in most areas and also a younger age requirement for employment in some eating places.

Nationally, the food service program is by far the most developed. In other words, the total number of states having Food Production, Management, and Service training programs at one of the educational levels greatly out numbers the total number of states offering courses in any of the other areas.

NUMBER OF STATES WITH AND WITHOUT ON-THE-JOB EXPERIENCE IN WAGE EARNING HOME ECONOMICS COURSES IN CLOTHING MANAGEMENT, PRODUCTION AND SERVICES AT THE SECONDARY, POST-SECONDARY, VOCATIONAL-TECHNICAL, ADULT AND SPECIAL NEEDS LEVELS

In the clothing and textiles area, 35 states offer courses at the secondary level. Thirteen of these states have courses with on-the-job training and 23 do not. One state offers courses with and without on-the-job training at this level.

Four states at the post-secondary level have occupational clothing courses with work experience and seven states have such courses without on-the-job training, making a total of 11 states offering such courses at this level.

Seventeen states have clothing service courses in vocational-technical schools with six states utilizing on-the-job training and 11 states not having the job training.

At the adult level, 19 states have occupational clothing courses. Five states have work experience and 14 do not.

Two states are providing programs for persons with special needs in this area. One state program does not offer work experience while the other state has courses with and without work experience. The course with work experience is in laundry and clothing maintenance.

Altogether, 42 states offer wage earning home economics courses at least at one educational level in the area of Clothing Management, Production, and Services. A few states mentioned course topics which included garment-making, fashion trades, laundry and dry cleaning, and textile merchandising. Many programs do not include any on-the-job training. A possible explanation for this is that establishments with the primary function of clothing production, management and services are somewhat less plentiful than firms concerned with food service.

NUMBER OF STATES WITH AND WITHOUT ON-THE-JOB EXPERIENCE IN WAGE EARNING HOME ECONOMICS COURSES IN CHILD DEVELOPMENT AND FAMILY RELATED OCCUPATIONS AT THE SECONDARY, POST-SECONDARY, VOCATIONAL-TECHNICAL, ADULT AND SPECIAL NEEDS LEVELS

Thirty-three states offer occupational courses in child care and family related work at the secondary level. Nineteen of these states have work experience and 14 states have classroom instruction only.

At the post-secondary level, 11 states have courses in this area with six states utilizing on-the-job training and the other five states without on-the-job training.

In the category of vocational-technical schools, 16 states have wage earning home economics courses in the child and family care area. Seven of these states include work experience in their course work and nine do not.

Nineteen states have courses in this area at the adult level. Six states have on-the-job training and 13 do not.

Two states have occupational courses in child and family care for persons with special needs. Both states have classroom experiences only.

Thirty-nine states reported programs in the area of Child Development and Family Related Occupations at one of the educational levels indicated on the survey form.

Most of the programs in this area are offered at the secondary level. Of the nine states participating in the survey that do not have such programs at present, four states indicate that child care courses are being developed now. One state reports that nursery school assistants are being trained under their Trades and Industry program.

Concerning work experience programs, the majority of child and family care programs do not have on-the-job training. This majority is slight however.

A possible explanation for lack of work experience in the child care courses is that some states have laws concerning age that would restrict young people from working in organized pre-school children's programs.

NUMBER OF STATES WITH AND WITHOUT ON-THE-JOB EXPERIENCE IN WAGE EARNING HOME ECONOMICS COURSES IN INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTING SERVICES AT THE SECONDARY, POST-SECONDARY, VOCATIONAL-TECHNICAL, ADULT, AND SPECIAL NEEDS LEVELS

Seventeen states have occupational courses in institutional and home management and supporting services on the secondary level. Ten states have on-the-job training and eight do not. One state has programs of both types.

Only one state reported an occupational course at the post-secondary level and it does utilize on-the-job training.

Eight states conduct wage earning courses in the vocational-technical schools in this area with three states having work experience in the course and five having no work experience.

Eighteen states have adult occupational courses in this area with five having on-the-job training in the course and 13 states having classroom experience only.

One state has a "housekeeping aide" course for persons with special needs. It does not have on-the-job training.

Thirty different states have programs in Institutional and Home Management and Supporting Services at least at one educational level. The bulk of the programs are conducted at the secondary and adult levels. On-the-job training is provided for most of the courses in this area.

Course topics which were mentioned by the state supervisors include the following: homemaker assistants, housekeeping aides, hotel-motel assistants, home and community services, visiting homemaker, housing and companion to elderly.

NUMBER OF STATES WITH AND WITHOUT ON-THE-JOB EXPERIENCE IN WAGE EARNING HOME ECONOMICS COURSES IN HOME FURNISHINGS, EQUIPMENT AND SERVICES AT THE SECONDARY, POST-SECONDARY, VOCATIONAL-TECHNICAL, ADULT, AND SPECIAL NEEDS LEVELS

Five states have occupational courses in the home furnishings and equipment area at the secondary level. Floral design is included in this area. Two of these states have on-the-job training and three have classroom work only.

Two states offer occupational courses in this area at the post-secondary level. One utilizes on-the-job training and the other does not.

Two states have wage earning home economics programs in this area for their vocational-technical schools. One has on-the-job training and the other does not.

At the adult level, six states have occupational home furnishings and equipment courses. One state has work experience and the other five states have classroom experiences only.

One state offers a flower arranging course for "out of school groups" which has classroom work only. Thirteen states offer occupational courses at one of the educational levels in Home Furnishings, Equipment and Services. Again, these courses are mostly in the secondary schools and the adult programs. Most of the programs do not provide on-the-job training along with classroom experiences.

Some course topics are: floral design, upholstery, interior decorator, and crafts.

NUMBER OF STATES WITH AND WITHOUT ON-THE-JOB EXPERIENCE IN WAGE EARNING HOME ECONOMICS COURSES IN HEALTH RELATED OCCUPATIONS AT THE SECONDARY, POST-SECONDARY, VOCATIONAL-TECHNICAL, ADULT, AND SPECIAL NEEDS LEVELS

Six states have courses in health related occupations at the secondary level. These consist mainly of family health assistants and nursing home aides. Four of these states have work experience along with the course and two states do not have on-the-job training.

Two states have health related courses at the post-secondary level. One state has work experience with the course and the other offers a course with no work experience included.

Only one state has an occupational course in the health field in the vocational-technical schools and it does have work experience in the program.

Five states have occupational health courses included among their adult programs. Two have on-the-job training and three do not.

A total of nine states have health related wage earning home economics courses at one of the educational levels. As before, the bulk of these courses are at the secondary and adult levels. Five of these states offer work experience along with their courses and four do not. Two of the most common course topics include: family health assistants and nursing home aides.

NUMBER OF STATES WITH AND WITHOUT ON-THE-JOB EXPERIENCE IN GENERAL WAGE EARNING HOME ECONOMICS COURSES AT THE SECONDARY, POST-SECONDARY VOCATIONAL-TECHNICAL, ADULT, AND SPECIAL NEEDS LEVELS

This is a general occupational category which includes teaching aide courses, a personal culture "occupational course," and a social service aide program in addition to the orientation and job cluster occupational courses.

Nine states have courses at the secondary level which utilize a variety of home economics knowledge and skills. Three of these states have courses that are general in nature and offer work experience. Six states do not have any work experience in their programs. One state has both an orientation and a personal culture program at this level.

At the post secondary level two states offer courses with no on-the-job training. One has a "social service aide" course and the other conducts a "teaching aide" program at this level.

This latter state also offers a "teaching aide" course with no on-the job training at the vocational-technical school level. At this same level another state offers an "orientation" course with no work experience.

Two other states have general home economics occupational courses for persons with special needs. Both states have classroom experiences only.

Ten states have wage earning home economics courses of a general nature. These are mainly at the secondary level where the students might take them as an introductory occupational home economics class. Some of the titles include: Orientation, Composite, Cluster, Exploratory, Diversified, Personal Culture, Teacher Aides, and Social Service Aides.

QUESTION 3

Approximately how many wage-earning home economics courses have you had in your state in the following school years:

YEAR	NUMBER OF SCHOOLS	NUMBER OF COURSES
1964-1965		
1965-1966		
1966-1967		
1967-1968		

Remarks:

Forty-seven states gave information for Question 3.

The question, as stated, sought approximate figures. The purpose of the question was to get an idea of the over-all growth of the wage earning home economics program since its inclusion in the 1963 Vocational Education Act. The number of schools which offered a wage earning home economics program and the number of courses offered in each state were obtained for each school year from 1964-1965 to 1967-1968.

A few limitations of this information should be mentioned at this point. For the most part, the total number of schools (secondary, post-secondary, etc.) were given in the first column. However, a Supervisor would occasionally mention specifically that the number referred to secondary schools or schools with an adult program only. Therefore, some schools were probably not counted in the total number. The total number of schools offering a wage earning home economics program is very likely a conservative number for each succeeding school year.

Concerning the total number of courses, it seemed that some states have a large number of schools that offer a small number of courses. This probably means that a given course with a state curriculum guide is used in several different schools. Other states have a small number of schools that are involved with a larger number of courses. In this situation, there are probably several different wage earning home economics courses in many of these schools.

Another possible error concerns the distinction between "course" and "class" (or group to which course is offered.) The same course could be offered to several different classes (or groups). However, this definition was not included in the directions to the State Supervisors so some difference in opinion and reporting might be expected.

The growth of wage earning home economics courses and the numbers of schools involved can be understood upon reading the approximate totals for each school year. In 1965-65, 141 schools offered 146 wage earning home economics courses. Four hundred eighty-three schools offered 678 courses in 1965-1966 with an increase to 858 schools and 992 courses on 1966-1967. The totals in 1967-1968 are 1,007 schools offering 1,292 courses.

Though these numbers are low due to lack of reporting by some states and records which are unavailable to the State Supervisors, it is obvious that a great deal of growth has taken place since wage earning home economics courses were first offered in 1964-1965.

QUESTION 4

Were any wage earning home economics classes offered before funds became available from the Vocational Act of 1963?

___YES ___NO

Remarks:

Forty-eight states answered Question 4, which dealt with wage earning course offerings related to home economics before the Vocational Education Act of 1963.

Thirty-eight states answered that no wage earning home economics courses were offered before funds became available from the 1963 Act. Ten states indicated that such courses were offered before 1963. Three of these states made the distinction that these home economics related courses had been offered under another division (Trades and Industry) before 1963.

QUESTION 5

What are the professional qualifications for wage earning home economics instructors to teach at the following levels?

	High School	Post High School	Adult Programs
Formal Education (Type of Degree)			
Occupational Experience (Length of Time, Type)			
Other (Such as Teaching Certificate)			

Remarks:

Of the 49 State Supervisors that participated in this survey, 46 states replied to some part of Question 5. The purpose of this question was to ascertain the different states' qualifications for teaching a wage earning home economics course at the high school, post high school, and adult levels. Supervisors were asked to give information concerning necessary formal education, occupational experience needed, and any other qualifications for their particular state.

HIGH SCHOOL QUALIFICATIONS

1. Formal Education

Forty-five states answered this part of Question 5. At the high school level 42 states require a Baccalaureate degree to teach wage earning home economics courses. Of these 42 states, 18 states stipulated that the degree must be in Home Economics or Home Economics Education. One state mentioned that the Baccalaureate degree must be in education. Another state requires a "credential" which authorizes the instructor to teach wage earning home economics courses. Two states are presently in the process of establishing or revising professional requirements for their instructors. Still another state indicated that success in one's trade could substitute for a Baccalaureate degree in Home Economics.

Four states did not indicate any formal education requirements for their wage earning home economics instructors.

2. Occupational Experience

Thirty-four states answered this part of Question 5. Thirty states indicated that occupational experience was part of their instructor's qualifications. Five states require one year of experience; four states require two years of experience; four states require three years of experience; and 17 states indicated "some experience," "experience preferrable," or "experience recommended" as part of their occupational experience qualifications. Two states are in the process of establishing or revising professional requirements for their instructors. Two other states noted that work experience was not required for their instructors.

3. Other Qualifications

Thirty-seven states answered this part of Question 5. Thirty states indicated that a teaching certificate would be necessary in order to teach wage earning home economics courses at the high school level. Several types of teaching certificates were mentioned: State Teaching Certificate - 18 states; Secondary Teaching Certificate - 2 states; Vocational Home Economics Teaching Certificate - 9 states; and Special Teaching Certificate - 1 state.

One state indicated that they have a special system of certifying instructors which requires them to meet certain specifications. Another state indicated that approval by the Principal of Vocational Education and the Vocational Supervisor and Administrator were part of their "other" qualifications. One state requires that their instructors take a course in teaching occupational home economics. One state included summer workshops in their "other" qualifications. One state wrote in "Vocational" in the column for "other qualifications." Two states are in the process of establishing and revising professional requirements for their instructors.

POST HIGH SCHOOL QUALIFICATIONS

1. Formal Education

Twenty-four states answered this part of Question 5. At this level, the number of states indicating that a Baccalaureate degree is necessary stands

at 19. Two states require a Master's degree in addition. One state indicated that "success in trade" could be accepted in lieu of the Baccalaureate degree in home economics. One state noted that the Baccalaureate degree would not be required for less than a full time program. A Baccalaureate degree in home economics education is required by another state.

One state noted that the "majority of teachers have degrees, skill, and experience." Another said, "qualifications based on education and work experience outlined in State Plan." Still another mentioned that their instructors must "meet requirements of school werhe the class is offered." Two states are in the process of establishing or revising professional requirements for their instructors.

2. Occupational Experience

Twenty-seven states answered this part of Question 5. As with the high school work experience qualification, this particular type of requirement varied from state to state. Twenty-one states mentioned that work experience would be beneficial to obtaining employment as an instructor. One state requires one year of experience; four states require two years of experience; and two states require three years of experience. Fourteen states said work experience would "vary," "be preferrable," "be recommended," or just that "some" work experience is required for instructors.

Of the remaining states, one state said that no work experience is required. One state noted that the "majority of teachers have degrees, skill, and experience." Another said, "qualifications based on education and work experience outlined in State Plan." Still another mentioned that their instructors must "meet requirements of school where the class is offered." Two states are in the process of establishing or revising professional requirements for their instructors.

3. Other Qualifications

Twenty-three states answered this part of Question 5. Fifteen states indicated that some sort of teaching certificate would be required. Nine states require the State Teaching Certificate, one state requires the Secondary Teaching Certificate, three states require a Vocational Home Economics Teaching Certificate, one state requires a Vocational Home Economics Junior College Teaching Certificate, and one state calls for a Special Teaching Certificate. One state mentioned that inservice training could substitute for a State Teaching Certificate. Along this line, another state indicated that they could certify instructors at this level with either a State Teaching Certificate or a Special TEaching Certificate.

One state has its own system for certifying instructors. One state requires a course in teaching occupational home economics. One state again said only "vocational." Two states are in the process of establishing or revising professional requirements for their instructors. One state noted that the "majority of teachers have degrees, skill, and experience." Another said, "qualifications based on education and work experience outlined in State Plan." Still another mentioned that their instructors must "meet requirements of school where the class is offered." Two states are in the process of establishing or revising professional requirements for their instructors.

ADULT PROGRAM QUALIFICATIONS

1. Formal Education

Thirty-three states answered this part of Question 5. Twenty-three states indicated that a Baccalaureate degree would be part of their requirements. However, several states noted that they would be willing to accept other kinds of experience or training in place of the degree. Six states prefer a Baccalaureate degree in Home Economics (or Home Economics Education). Five states indicated that a high school diploma would be sufficient.

One state said that "no degree is required." One state said "degree, skill, or experience" and another state said "qualifications based on education and work experience outlined in State Plan." Two states are in the process of establishing or revising professional requirements for their instructors.

2. Occupational Experience

Thirty states answered this part of Question 5. Twenty-seven states answered that some work experience is required for instructors. Two states require at least one year; six states require two years of experience; and one state requires six years of work experience for teaching at the adult level. Eighteen states made comments for work experience which include: "some," "competence," "teaching," "recommended," "preferrable," "varies," "no time limits," and "some Baccalaureate Nutrition Science in Home Economics."

One state does not require any work experience and two states are in the process of establishing or revising professional requirements for their instructors.

3. Other Qualifications

Twenty-four states answered this part of Question 5. Twenty states listed teaching certificates of various kinds as part of their requirements. Eight states indicated that a State Teaching Certificate is required for instructors. One of these states would give a Special Teaching Certificate in place of the State Certificate. One state gives a Secondary Teaching Certificate for adult program instructors. Vocational Home Economics Teaching Certificates are required by four states. Another state requires either a Vocational Home Economics Junior College Teaching Certificate or a Special Teaching Certificate for instructors. Eight states note that a Special Teaching Certificate can be given to adult instructors. One state would accept inservice training in lieu of a teaching certificate.

One state again mentioned their own system of certifying instructors. Another state requires a course in teaching occupational home economics. Two states are in the process of establishing or revising professional requirements for their instructors.

Discussion:

By far, the greatest number of states requiring Baccalaureate degrees came at the secondary high school level. This numbered 42 as compared to the post secondary and adult program numbers of 19 and 23 respectively.

There were some differences in the work experience requirements also. Again, secondary high school had the largest number of requirements with 30 states indicating a need for some occupational experience. Twenty-one states require some work experience for epople who teach at the post secondary level and 27 states require this experience for those who teach in adult programs.

The amount of work experience varied from state to state and at the different educational levels. At the secondary level, 13 states have a definite time limit concerning work experience, ranging from one to three years. Seventeen states indicated that work experience would be desirable but set no specific time limits for their high school instructors.

Of the twenty-one states mentioning a need for work experience for instructors of wage earning home economics courses at the post secondary level, seven states have specific time limits ranging from one to three years. Fourteen states have an indefinite experience requirement for post high school instructors.

At the adult level, 27 states answered that work experience is required for instructors. Nine of these states indicated that one to six years of experience would be necessary for instructors and the other 18 states did not specify as to amount of experience.

Among the three levels of education, two years of work experience was mentioned 14 times, one year of experience was mentioned eight times, three years of experience was mentioned six times, and six years of experience was mentioned one time.

The majority of states seem to have no definite limit on amount of occupational experience that would be required for a wage earning home economics instructor.

Regarding "other qualifications" for instructors, the teaching certificate was most often mentioned. Various types of teaching certificates were mentioned. Although several of these would probably be very similar, they were left in the wording used by the individual State Supervisors.

At the secondary high school level, 30 states indicate that a certificate would be required, 15 states included it in their requirements at the post high school level and 20 states listed it among their requirements for adult programs.

QUESTION 6.

Have you discovered new needs or existing job opportunities for new wage earning home economics courses in your state? If so, what are they?

Remarks:

Thirty-five states answered Question 6 which dealt with areas of job opportunity that would lead to the development of new wage earning home

economics courses in their respective states. Of this number, four State Supervisors said that no needs for new courses were apparent. Two states indicated that the need for new courses is being studied at the present time. Twenty-nine states sent in specific information concerning need for new courses to meet the employment demand.

Some titles are more specific than others and have been left in the wording used by the Supervisors as much as possible.

Six different states indicated opportunity for course development in the Food Production, Management, and Service area. Three of these states listed general food service as an employment need and three states gave specific titles: hotel and restaurant management training, school lunch workers, and dietician aides.

Under the area of Clothing Production, Management, and Services, four states indicated need for course design to meet employment opportunities. Jobs available are in the following areas: industrial pattern design, textile merchandising, fur industry workers, and clothing service workers (alterations and costume construction).

Fourteen different states indicated the need for new courses in the Child Development and Family Related Occupations area. Ten states mentioned that child care services were greatly needed and that training courses are being developed to meet the demand for child care aides. Two states mentioned opportunities for companions to elderly people. Other employment possibilities which will lead to development of wage earning home economics courses in this area are: aides and activities directors for nursing homes, foster and cottage parent work, family welfare and youth services, and kindergarten aides.

In the area of Institutional and Home Management and Supporting Services, 12 different states indicated job possibilities which merit home economics course development. Six states are developing courses to train people to work with families in the home. One of these states indicates a need for visiting homemakers. Related to this would be the community aide needed in another state. Two other types of employment with a sizeable demand for training are hotel-motel and private housekeeping services.

In the Home Furnishings, Equipment, and Services area, four states have found need for wage earning home economics courses. Two of the states have employment opportunities in floral design work and the other two states have opportunities in home furnishings and equipment services.

The Health Related Occupations area has some opportunities that can be aided by wage earning home economics courses. Five states plan to begin training for home health aides, one state will train hospital aides under the auspices of home economics, and another state plans a pre-employment training program for health related occupations.

Five states have indicated employment opportunities of a general nature that require the skills and knowledges of home economics. Jobs mentioned include: retardation technicians, personal culture, teacher aides, and tourism related occupations.

QUESTION 7

Are there state-wide or local curriculum guides for the vocational course offerings throughout the state?

Remarks:

Of the 49 states that participated in this survey, 48 State Supervisors answered Question 7 which dealt with state and local curriculum guides used by the individual states.

Thirty of the states indicated that they have curriculum guides on either a state-wide or local basis which they have written. Of this group, 12 states sent at least one copy of a state curriculum or policy guide to the Nebraska Research Coordinating Unit. The others indicated that: local guides are developed for specific programs and, therefore, not distributed on a general basis; some Office of Education materials are used along with the state curriculum guides; or that the guides are being revised or re-printed at the present time. Several states sent addresses where curriculum guides might be obtained.

Eighteen states responded that they do not have their own curriculum guides. Many of these states borrow their guides from other states and do not plan to develop any of their own guides in the near future. A few of the states are developing guides at the present time.

Answering that they "do not have curriculum guides" did not necessarily mean that the instructors function without curriculum guides. It indicates that those states have not yet written state or local guides for their own training programs. They either borrow from the Office of Education or other states with similar programs or else they are about to write their own guides. Some states that responded "no" to this question made no remarks and it is not known whether they use curriculum guides or not for their wage earning home economics courses.

All curriculum materials sent in by the State Supervisors are on file in the Learning Resource Center, AH 310, East Campus, University of Nebraska, Lincoln, Nebraska, 68503.